

BRANDEIS  
UNIVERSITY  
BULLETIN  
1959-1960



The  
Florence Heller  
Graduate  
School for  
Advanced  
Studies in  
Social  
Welfare

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**BRANDEIS UNIVERSITY**

**THE FLORENCE HELLER GRADUATE SCHOOL FOR  
ADVANCED STUDIES IN SOCIAL WELFARE**



**1959-1960**



**WALTHAM, MASSACHUSETTS**

# Academic Calendar

## 1959-1960

### FALL TERM

1959

Friday, September 25	Students must register and confer with Dean and Faculty Advisor on or before this date
Monday, September 28	Classes Begin
Monday, October 12	No Classes
Wednesday, November 11	No Classes
Thursday, November 26	No Classes
Friday, November 27	No Classes
Friday, December 18	Winter Recess Begins After Last Class

1960

Monday, January 4	Classes Resume
Friday, January 29	End of Mid-Year Examinations

### SPRING TERM

Monday, February 1	Classes Resume
Monday, February 22	No Classes
Friday, April 8	Spring Recess Begins After Last Class
Thursday, April 21	Classes Resume
Friday, June 3	End of Final Examinations
Saturday, June 11	Baccalaureate
Sunday, June 12	Commencement

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ROBERT M. BALL, A.B., A.M.	<i>Deputy Director, Bureau of Old-Age and Survivors Insurance, Department of Health, Education, and Welfare</i>
PHILIP BERNSTEIN, B.A., M.S.W.	<i>Executive Director, Council of Jewish Federations and Welfare Funds, Inc.</i>
CLARK W. BLACKBURN, M.S.	<i>General Director, Family Service Association of America</i>
ROBERT E. BONDY, A.B.	<i>Director, National Social Welfare Assembly, Inc.</i>
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KARL DESCHWEINITZ, A.B., L.H.D.	<i>Former Professor of Social Welfare at University of California at Los Angeles</i>
LOULA DUNN, LL.D., L.H.D.	<i>Director, American Public Welfare Association</i>
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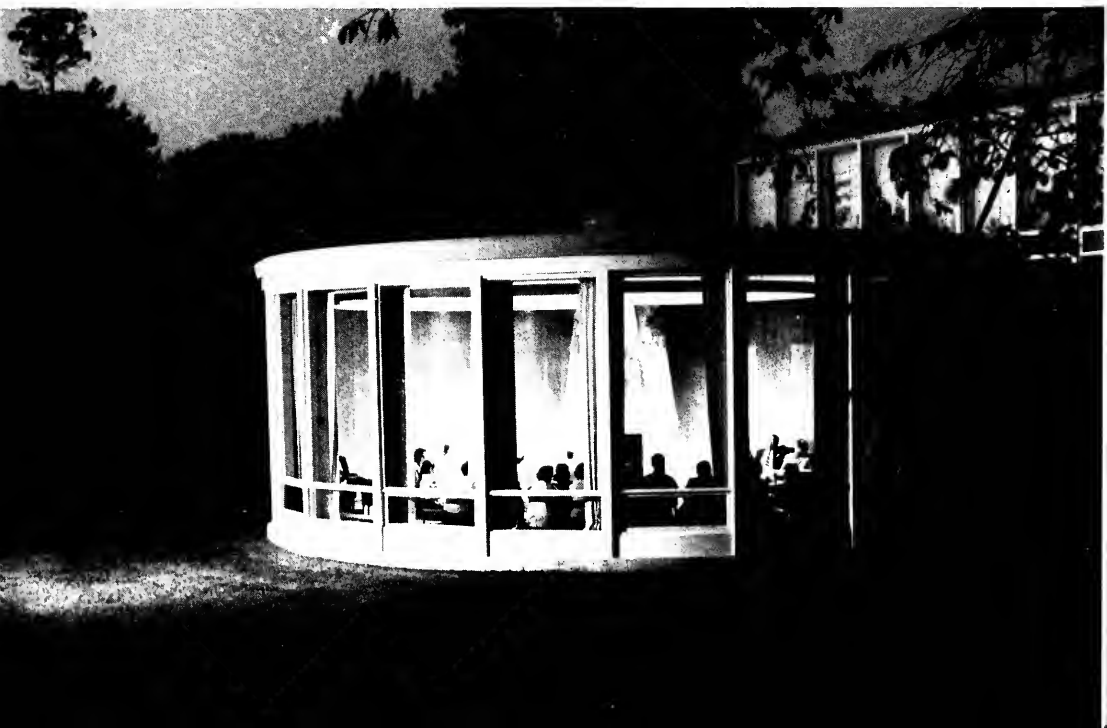


Woodruff Hall . . .

home of the Florence Heller Graduate School  
for Advanced Studies in Social Welfare

An evening seminar . . .

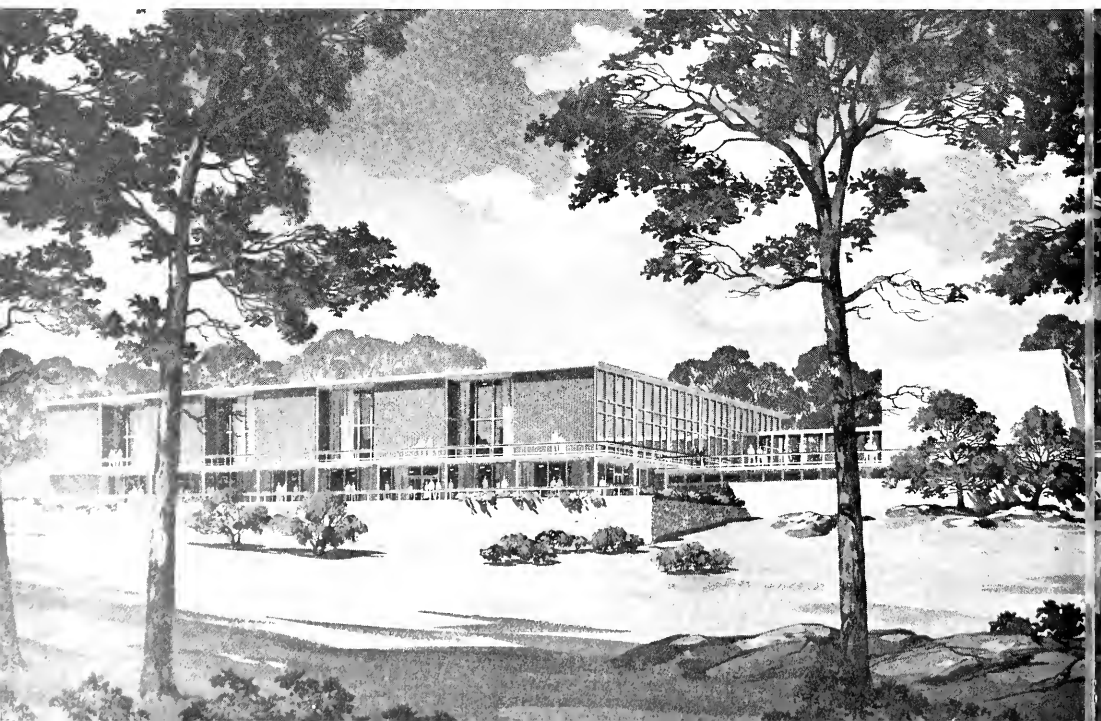
in Rabb Graduate Center





Evening concert in Slosberg Recital Hall . . .  
by the Juilliard String Quartet

Goldfarb Library Building . . .  
in the heart of the campus



## **THE FLORENCE HELLER GRADUATE SCHOOL FOR ADVANCED STUDIES IN SOCIAL WELFARE**

The Florence Heller Graduate School for Advanced Studies in Social Welfare is a professional school established by Brandeis University to help meet the need for education directed toward leadership responsibilities in the social welfare field. The school was made possible by an initial endowment from Mrs. Florence Heller of Chicago. It was organized following careful study by the President, the Administration and the Board of Trustees of Brandeis University after consultation with authorities in the field of social work.

### **PROGRAM**

The aim of the School is threefold:

1. To train a carefully selected group of professional social workers for policy, planning, administrative, teaching, and research positions in the social welfare field.
2. To develop a research center where social work scholars may follow intensive study in areas which hold promise of making a significant contribution to the field of social work theory and practice.
3. To conduct a variety of community service activities including seminars, institutes, community and social agency consultation, and related programs and activities.

### **FOCUS OF THE SCHOOL'S PROGRAM**

The special focus of the doctoral program is on Social Policy, Social Planning, Social Administration and Social Research. This focus was selected after careful review of higher education in the social welfare field, which review highlighted the fact that the resources available for educating persons for practitioner roles were far more developed than the resources available for educating persons for policy planning, administrative, research and teaching positions in social work.

### **EDUCATIONAL OBJECTIVES**

Students are expected to bring to their doctoral study the background and understanding which come from professional training and from practice in social welfare programs. The task of the doctoral program is two-fold: to help the student refine and deepen his understanding of his particular field of practice and to acquire the research skills through which he can contribute to the body of knowledge in his field; and to help the student attain a broad perspective on social welfare services in modern society and on the major policy issues confronting social welfare programs.

The doctoral program will involve considerable variation among students in their career goals, ranging from scholarly careers to administrative careers in social welfare organizations. The first year of study is designed to provide a common foundation for all students going through the program. The second year provides for a wide latitude in choice of course work, research, independent reading and observation.

## THE FLORENCE HELLER GRADUATE SCHOOL

### DEGREES OFFERED

Two degrees will be offered by the School. The degree of Doctor of Philosophy will be conferred on those students who prepare primarily for research or teaching responsibilities. The degree of Doctor of Social Welfare will be conferred on students who are mainly concerned with administrative, planning, and consultative roles in the social welfare field.

There is no difference in the amount or quality of work required for the two degrees. The primary difference will center around the comparative emphasis given research skills on the one hand, and administrative and planning skills on the other. The dissertation research of the Ph.D. candidate, typically, will be concerned with testing or adding to some aspect of the body of general knowledge underlying social welfare practice. The dissertation research of the D.S.W. candidate, on the other hand, will be concerned with a specific policy or administrative question of the kind being dealt with regularly in operating social work programs.

### ADMISSIONS

Individuals wishing to be considered for admission to the School should obtain formal application blanks from the Dean of The Florence Heller Graduate School for Advanced Studies in Social Welfare, Brandeis University, Waltham 54, Massachusetts. These forms should be completed and filed with the School well in advance of the registration date for the Fall semester. A minimum of thirty days should be allowed for consideration of the application. Academic transcripts of all undergraduate and graduate work should be submitted either at the same time or immediately after filing the application for admission. In most instances, arrangements will be made for personal interviews between the applicant and a representative of the School.

### GENERAL REQUIREMENTS FOR ADMISSION

Admission to the School will be based upon the following requirements:

1. A Master's Degree, either Master of Arts or Master of Social Work from a recognized school of social work.
2. Personal qualifications including satisfactory and successful professional experience in the field of social work which will demonstrate the applicant's capacity to hold successfully a position of social work leadership in the capacity of administrator, consultant to an administrator, social planner, social researcher, teacher, or in some other high level or executive capacity in the social work field.
3. Specific interest in pursuing a career in social work in the areas of concentration of the School.

### DEGREE REQUIREMENTS

All candidates for the degree of Doctor of Philosophy will be required to complete the following:

1. Thirty hours of classroom work including all required courses and approved elective courses, seminars or tutorial sequences. Tutorial sequences are courses which the student may pursue under the supervision of a tutor through outside reading and tutorial consultations.
2. A reading knowledge of two languages. The languages chosen must be approved by the student's faculty advisor. Preferably, one of the languages shall be the language of the country in which the student has specialized as set forth below.
3. The student will be expected to have knowledge of his specialty in at least

## THE FLORENCE HELLER GRADUATE SCHOOL

one country outside of the United States, *e.g.*, a student specializing in social security would be expected to know the social security program not only of the United States, but of one foreign country.

4. Satisfactory performance on preliminary or comprehensive examinations will be the primary basis upon which the student will be deemed a candidate for the degree of Doctor of Philosophy. These examinations will cover:

- a. Examination in social policy in the social work field.
- b. Examination in a substantive area of social work both in the United States and one foreign country.
- c. Examination in the relationship of social work to other disciplines and to the behavioral sciences.
- d. Examination in research methods in the field of social work.
- e. Examination in the field of social work as currently practiced in the United States including knowledge of the most recent literature.

All candidates for the degree of Doctor of Social Welfare will be expected to complete the same requirements as those listed above for the degree of Doctor of Philosophy. However, the comprehensive examination will not emphasize research methods and techniques to the same degree. The dissertation may be more related to areas of administration, planning and practice than to research or original contributions to social work knowledge.

It is expected that the students will normally complete twenty hours or more of classroom work during the first year (ten each semester), and the remaining ten hours, or less, of classroom work during the second year (five, or less, each semester). It is also expected that the student will develop a plan and program so that his dissertation may be completed prior to or shortly after the end of the second year. The policy of the School will be to encourage the completion of the dissertation within the two-year period.

### TIME PERIOD

Two years of full-time study will be needed to fulfill requirements for a degree.

### TUITION AND FEES

a. *Tuition.* All full-time students will pay the regular tuition fees of \$1,250.00 per year. This is the same tuition fee required of all graduate or undergraduate students at Brandeis University. No refund of the tuition fee will be made because of absence, illness or dismissal during the academic year. If a student withdraws from the University within 30 days of the beginning of classes, he may petition the Comptroller for partial refund of tuition. A refund may be denied without any reason for such denial being stated.

b. *Diploma fee.* All candidates for degrees are charged a \$10.00 Graduation and Diploma fee, payable prior to June 1 in the year in which the diploma is granted.

c. *Optional Health fees.* All students have the opportunity and option to obtain limited health insurance by the annual payment of \$40.00. Payment of the optional medical fee entitles graduate students to utilize the facilities of the Health Office and to participate in the benefits of the University health insurance program.

The health insurance program helps defray expenses during the academic year for treatment beyond the scope of the Health Office. A brochure outlining the details of this program may be obtained at the Health Office. Coverage is not provided for pre-existing conditions, extraordinary cases, psychiatric cases, optical and dental services, or special materials.

## THE FLORENCE HELLER GRADUATE SCHOOL

### HOUSING

The University does not offer graduate housing facilities. The Housing Office, however, attempts to serve as a clearing house for rooms and apartments available in Waltham and nearby Greater Boston communities.

### AXELROD CHAIR IN MENTAL HEALTH

*James and Etta Axelrod Chair in Mental Health* (1959). Established by Mr. and Mrs. James Axelrod of Brookline, Massachusetts to encourage research and teaching in the area of mental retardation.

### ENDOWMENTS, FELLOWSHIPS AND LOAN FUNDS

The University has loan funds, and information can be obtained concerning them upon inquiry. Tuition fellowships and graduate fellowships are available. Information may be secured by addressing a communication to the Dean. In addition to such traineeships and fellowships as may be available through governmental and private sources, the following special stipends are available:

(a) A limited number of tuition and graduate fellowships and stipends available for qualified students.

(b) *Edward E. Allen Memorial Fellowship Endowment Fund*. (1959). Established by the family of the late Edward Allen and the Massachusetts Association for Retarded Children as an endowment fund, the income to be used for student training in the mental health field.

(c) *Combined Jewish Appeal of Boston* (1959). A \$5000 fellowship to be awarded to a student pursuing graduate work in social welfare.

(d) *Alpha Epsilon Phi Sorority Foundation Fellowship* (1959). Established in honorary tribute to the Founders of this Sorority, for fellowship subsidy in The Florence Heller Graduate School for Advanced Studies in Social Welfare.

(e) *Dora K. Cohn Fellowship in Social Welfare* (1959). Established by Mr. Ruby P. Cohn of St. Louis, Missouri, to subsidize graduate study in social welfare.

(f) *Benjamin and Bertha Daitzman Loan Fund* (1959). Established by family and friends of Mr. and Mrs. Benjamin Daitzman of Union City, New Jersey, in honor of their Golden Wedding Anniversary, and in recognition of their devoted and continuing service to refugees and all others needing a "friend," available to students in social welfare.

(g) *Gulf Oil Corporation Fellowship*. Established by Gulf Oil Corporation. Fellowship assistance in their aid to education program.

(h) *Edward Hano Fellowship* (1958). Established by his wife and members of the family as a tribute to the late Edward Hano Granby, Massachusetts, income to provide fellowship assistance to a student pursuing graduate work in The Florence Heller Graduate School for Advanced Studies in Social Welfare.

(i) *Ida S. Latz Foundation Fellowship* (1959). Established by the Ida S. Latz Foundation Inc., to make available a fellowship to a disabled veteran for study at The Florence Heller Graduate School for Advanced Studies in Social Welfare.



## THE FLORENCE HELLER GRADUATE SCHOOL

### AUDITING COURSES

The privilege of auditing courses without fee is extended to all students of The Florence Heller Graduate School for Advanced Studies in Social Welfare. The courses may be either at the graduate or undergraduate level. Permission to audit must be obtained from the course instructor and from the Dean of The Florence Heller Graduate School.

### WOODRUFF HALL

The Florence Heller Graduate School for Advanced Studies in Social Welfare is housed in Woodruff Hall, a two-story building, devoted entirely to the School. Woodruff Hall is adjacent to Sherman Student Center where students may obtain meals. It is close to the Goldfarb Library Building, and ideally situated with reference to the various other resources of the University.

### DISMISSAL FROM THE UNIVERSITY

The University reserves the right to dismiss or exclude at any time students whose conduct or academic standing it regards as undesirable, and without assigning any further reason therefor; neither the University nor any of its trustees or officers shall be under any liability whatsoever for its exclusion.

# Curriculum

The curriculum of the school is designed to provide doctoral candidates with a broad background in social policy and social research as well as to lay a foundation for the student's intensive study of his particular field of interest. All courses (except tutorial) will be of the seminar type.

## *Required Courses*

### **SOCIAL WORK 301A—301B. Social Work and Social Policy.**

A review and orientation course of the basic social policy problems affecting the field of social work. The important questions in the political arena affecting social insurance and public welfare programs. Public-voluntary agency roles and relationships. Basic issues and problems around the status of social work as a profession. A forecast of the most important issues likely to arise in the near future affecting social work practice.

*Dean Schottland, the Faculty and Visiting Lecturers*

### **SOCIAL WELFARE 302A—302B. Contributions of Socio-Psychological Concepts and Theory to Social Welfare.**

An analysis of selected bodies of theory in sociology and social psychology for their relevance to problems in social policy, administration, and practice. Potentials and limitations in the utilization of social science theory in applied research. Illustrative use of existing knowledge and research approaches to such problems as administrative structure, communication, decision making, and interprofessional relations. Impact of industrialization, urbanization, and changes in family life on the place of social work in the community. Social work as an emerging profession and the forces affecting it internally and externally.

*Professor Schwartz—Professor French*

### **SOCIAL WORK 305. Statistics.**

An intensive review of descriptive statistics, with particular reference to problems of classification and tabular and graphic treatment of data. The use of statistical methods for analysis and inference. Application of trend analysis, sampling procedures, tests of statistical significance, correlation, and demographic analysis to problems in the social welfare field.

*Instructor to be announced*

### **SOCIAL WORK 306. Research Methods—Design and Execution.**

A study of research methods applicable to social work. Overall design and execution in the use of sampling studies, controlled experiments, opinion polls, questionnaires, attitude and personality scales, life history records, interviews. Research techniques as applied to social problems.

*Professor French*

### **SOCIAL WORK 307. Social Administration.**

Analysis of administration as a process in social work. Role of the social work executive as leader, planner, and formulator of policy. Policy problems and decision making, planning, organizing, and operating social agencies.

*Dean Schottland—Professor Morris*

## CURRICULUM

### **SOCIAL WORK 321A—321B. The Processes of Social Welfare Planning.**

A description and analysis of structures for community welfare planning. An analysis of community forces and factors in planning. The relation of local welfare planning to regional and city planning efforts. Planning mechanism of community chests, community welfare councils, national voluntary agencies, governmental planning bodies and the participation of labor, management, ethnic, religious and cultural groups in planning. Research and consultation as a tool of planning. Basic social policy problems in welfare planning. Structures, policy issues, and processes will be reviewed in the context of local, national, and international organization.

*Professor Morris*

### *Electives*

### **SOCIAL WORK 320. Administration and Operational Research.**

The role of research in operating programs and planning bodies. Administrative structures and policies within which research is carried on. Administration of a research unit. The use of research grants and contracts. Service accounting as a research and administrative tool. The use of special studies. Determination of research priorities. Communication of research results. Review of selected reporting systems and special studies.

*Professor French*

### **SOCIAL WORK 322. Public Welfare.**

Basic issues and policy problems in public assistance, public child welfare and Federal, State and local organizations and relationships. The financing of public welfare; relationship among various public welfare programs; social insurance vs. public assistance; specialized public welfare services versus generalized services; roles of public versus voluntary agencies.

*Dean Schottland*

### **SOCIAL WORK 323. Trends in Social Welfare Services.**

Recent changes and long term trends in social services. Trends will be analyzed in relation to the major functional fields of community welfare organizations, family services, child welfare, income maintenance, the aged, leisure time, group work and character building activities, health services, and rehabilitation.

*Professor Morris*

### **SOCIAL WORK 324. Financing Social Welfare.**

Trends in the financing of public and voluntary social services. Major sources of support. Effect of governmental programs on the financing of voluntary social agencies. Relationships in voluntary financing between federated, united, and independent fund raising. Special problems in financing public welfare programs.

*Professor Morris*

### **SOCIAL WORK 325. Social Aspects of Mental Health Programs.**

Analysis of basic policy issues in the provision of mental health services. The present structure of mental health services and its effects on therapeutic efforts. Place of various skills and professions in mental health program. Special problems of the mentally retarded.

*Professor Schwartz*

## CURRICULUM

### **SOCIAL WORK 326. Social Aspects of Medical Care.**

Basic issues in medical care. Present day medical care programs. Distribution of medical services. Services under governmental, non-profit, voluntary and private auspices. Impact of insurance—social insurance, voluntary commercial insurance, non-profit group insurance plans on the organization and distribution of service. The role of social work in the provision of medical care. Trends.

*Professor Morris*

### **SOCIAL WORK 327. Social Security.**

The present status of social insurance programs in the United States. Analysis of status, adequacy, and trends in workmen's compensation, unemployment insurance, old age, survivors, and disability insurance; relationships of industrial pension plans and voluntary insurance to social security; social insurance programs throughout the world; financing of social security; basic issues and trends.

*Mr. Ball—Dean Schottland*

### **SOCIAL WORK 328. Services for the Aging in Modern Society.**

The impact of an aging population upon social organization of health and welfare services. Patterns of organization in the United States. The conflict of specialized versus generalized services. Development of institutional versus non-institutional methods of care. Basic policy issues in services for the aging.

*Professor Morris*

### **SOCIAL WORK 329. International Social Welfare Programs.**

Growth of social service programs throughout the world. Comparative patterns among countries. Relation of social services to economic developments in industrializing countries. United Nations and bi-lateral technical assistance programs. The organization, structure and programs of international social welfare organizations. Basic policy issues in international social work programs.

*Professor Morris*

### **SOCIAL WORK 330. Social Work and the Law.**

Law as an expression of social purpose. Basic policy problems involved in programs of adoption, guardianship, public regulation and licensing of foster homes and institutions, marriage, divorce, and separation, child support, special courts, probation and parole. The role of the legislative, executive, and judicial organs in establishing basic social policy.

*Dean Schottland*

### **SOCIAL WORK 331. Research Seminar—Professor French.**

### **SOCIAL WORK 332. Research Seminar—Professor French.**

### **SOCIAL WORK 350, 351, 352. Tutorial Courses.**

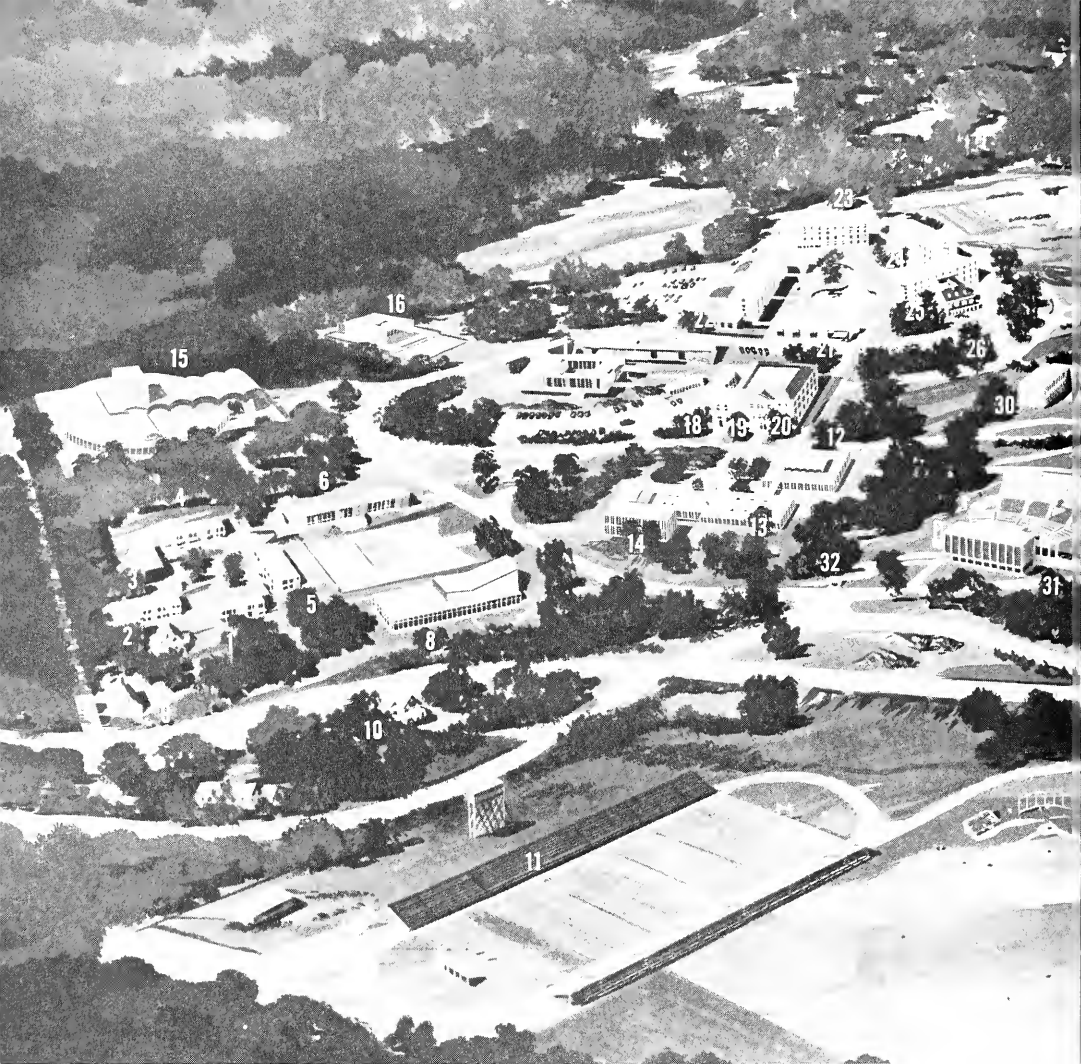
By special arrangement courses may be taken by individual students under the supervision of a member of the faculty.



Seminars . . .  
direct communication in teaching

Sherman Student Center . . .  
overlooking Hamilton Quadrangle





1. Allen Hall
2. Rosen Hall
3. Emerman Hall
4. Danciger Hall
5. Fruchtman Hall
6. Mailman Hall
7. South Parking
8. Slosberg Music Center
9. Ridgewood Cottages
10. Roberts Cottage
11. Gordon Field
12. Gryzmish Academic Administration Center
13. Irving Executive Center
14. Bernstein-Marcus Hall
15. Spingold Theatre Arts Center\*

16. Rose Arts Center\*
17. The Faculty Center
18. Brown Terrarium
19. Sydeman Hall
20. Ford Hall
21. Sherman Student Center
22. Shapiro Hall
23. DeRoy Hall
24. Renfield Hall
25. Usen Hall
26. Woodruff Hall
27. Berlin Chapel
28. Harlan Chapel
29. Bethlehem Chapel
30. Old Library Building
31. Ullman Amphitheatre

\* (Projected)

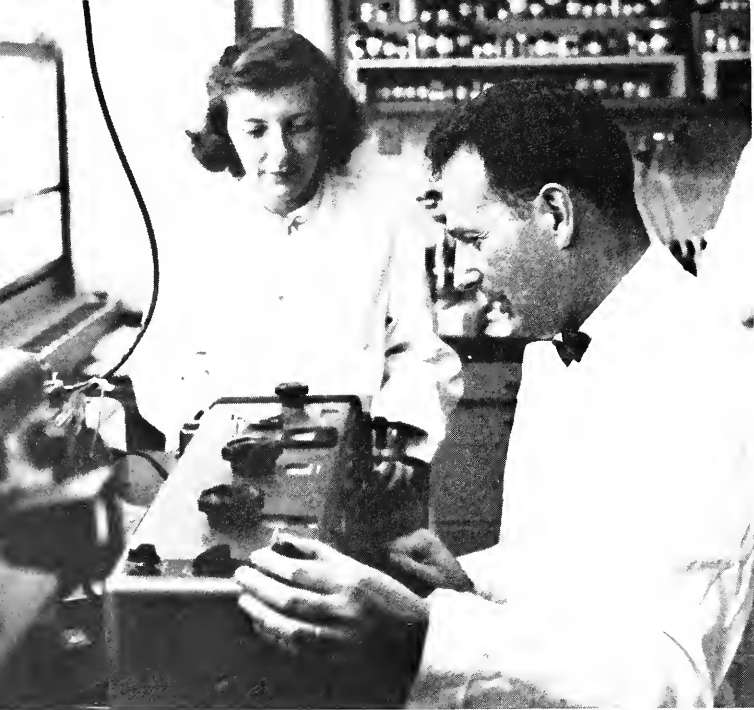


- 32. Information Booth
- 33. Marcus Playing Field
- 34. Rieger Tennis Courts
- 35. Memphis Tract
- 36. Shapiro Athletic Center
- 37. Stoneman Infirmary
- 38. Friedland Science Center
- 39. Kalman Science Building
- 40. Rabb Graduate Center
- 41. Rapaport Treasure Room
- 42. Goldfarb Library Building
- 43. Schwartz Teaching Center\*
- 44. Brown Social Science Center\*

- 45. Lemberg Hall\*
- 46. The Castle
- 47. Schwartz Hall
- 48. Shiffman Humanities Center\*
- 49. Golding Judaic Center\*
- 50. Olin-Sang American Civilization Center\*
- 51. North Dining Hall
- 52. 53. 54. North Quadrangle Residence Halls
- 55. Cable Hall
- 56. Buildings and Grounds Center

Hayden Science Quadrangle includes the University's major science buildings.

Memphis Tract includes the University's athletic facilities.



Research in Biochemistry . . .

probes the frontiers of the life sciences

The central campus in spring . . .

New England bursts into bloom





## The Role of the University

Brandeis University is named for the illustrious jurist, Louis Dembitz Brandeis. The founders of the University have been inspired by the challenge of Justice Brandeis' ideal of what a university should be:

*"It must always be rich in goals and ideals, seemingly attainable but beyond immediate reach . . ."*

*"It must become truly a seat of learning where research is pursued, books written, and the creative instinct is aroused, encouraged, and developed in its faculty and students."*

*"It must ever be mindful that education is a precious treasure transmitted—a sacred trust to be held, used, and enjoyed, and if possible strengthened, then passed on to others upon the same trust."*

At the inaugural ceremonies in October, 1948, the aims of Brandeis University were stated by the first President, in the form of a three-fold promise. First, Brandeis will be an institution of quality where the integrity of learning, of research, of writing, of teaching, will not be compromised. An institution bearing the name of Justice Brandeis must be dedicated to conscientiousness in research and to honesty in the exploration of truth to its innermost parts.

Secondly, Brandeis University will be a school of the spirit—a school in which the temper and climate of the mind will take precedence over the acquisition of skills, and the development of techniques. Brandeis will be a dwelling place of permanent values—those few unchanging values of beauty, of righteousness, of freedom, which man has ever sought to attain.

Finally, Brandeis will offer its opportunities of learning to all. Neither student body nor faculty will ever be chosen on the basis of population proportions whether ethnic or religious or economic.

Brandeis University came into being because of the desire of American Jewry to make a corporate contribution to higher education in the tradition of the great American secular universities which have stemmed from denominational generosity. By choosing its faculty on the basis of capacity and creativity and its students according to the criteria of academic merit and promise, the University hopes to create an environment which may cause the pursuit of learning to issue in wisdom.

## The Special Character

The University has set itself to develop the *whole* man, the sensitive, cultured, open-minded kind of citizen who grounds his thinking in facts, who is intellectually and spiritually aware, who believes that life is significant and who is concerned about a going society and the role he will play in such a society.

The University will not give priority to the molding of vocational skills nor is it partial to the development of specialized interests at the expense of a solid general background. This should not be construed to mean that what is termed practical or useful is to be ignored. Brandeis merely seeks to avoid specialization which is unrelated to the heritage of the Western World—its humanities, its social sciences, its sciences and its creative arts. For otherwise it produces fragmented

men with the compartmentalized point of view which has been the bane of contemporary life.

A realistic educational system must offer adequate opportunity for personal fulfillment. The ego is precious and it should be protected and enriched. Education at Brandeis encourages the drive for personal fulfillment, but only within the framework of social responsibility.

Thus Brandeis belongs with many of its sister institutions as it strives for full-orbed personalities, practical enough to cope with the problems of a technological civilization, yet mellowed by the values of a long historical heritage; self-sufficient to the point of intellectual independence, yet fully prepared to assume the responsibilities which society imposes.

## University Organization

Brandeis University comprises the College of Arts and Sciences, the Graduate School of Arts and Sciences, the Florence Heller School for Advanced Studies in Social Welfare and the Summer School.

The College of Arts and Sciences offers instruction leading to the Bachelor of Arts degree in the Schools of Creative Arts, Humanities, Social Science and Science. Regularly matriculated students pursuing courses of instruction under the Faculty of Arts and Sciences may, upon satisfactory completion of the first year, continue as candidates for the Bachelor of Arts degree.

Introductory and survey courses in all fields provide a foundation for the student's general education as distinguished from his more intensive pursuit of knowledge within specialized areas. After the first year's work is satisfactory completed, each student will select a provisional field of concentration from the programs of studies offered by one of the Schools. A full listing of courses of instruction in the College of Arts and Sciences appears in a later section of the catalog.

The Graduate School of Arts and Sciences offers courses of study leading to the master's and doctor's degrees. Graduate areas include Anthropology, Biochemistry, Biology, Biophysics, Chemistry, English and American Literature, History of Ideas, Mathematics, Mediterranean Studies, Music, Near Eastern and Judaic Studies, Physics, and Psychology. Further information may be obtained by addressing the Dean, Graduate School of Arts and Sciences, Gryzmish Academic Center, Brandeis University, Waltham 54, Massachusetts.

The Florence Heller School for Advanced Studies in Social Welfare, made possible through the generous grant of Mrs. Florence Heller of Chicago, was established at Brandeis University in 1959. Applicants are required to have earned the degree of Master of Social Work at an accredited school and, preferably, to have had experience on a professional level. The program of study leads to the Doctorate and is designed to qualify graduates for administrative and consultant roles in established areas of social work endeavor, as well as newly emergent areas such as international social work, inter-group organization, labor, industry and government. Special emphasis will be placed upon community organization, social work administration, and research, making full use of relevant principles and experiences from the social sciences. Further information may be obtained from Dean, School For Advanced Studies in Social Welfare, Woodruff Hall, Brandeis University, Waltham 54, Massachusetts.

The Summer School of Brandeis University, established in 1957, places empha-

## THE ROLE OF THE UNIVERSITY

sis upon a relatively new development in summer school study. All courses are offered within the framework of Institutes embodying unifying themes. The thematic approach enables faculty and students to relate their experience in one course to that in another and to meet in colloquia and conferences, sometimes cutting across disciplinary lines.

Further information may be obtained from the Director of the Summer School, Gryzmish Academic Center, Brandeis University, Waltham 54, Massachusetts.

### WIEN INTERNATIONAL SCHOLARSHIP PROGRAM

The Wien International Scholarship Program, created in 1958 by the Lawrence A. and Mae Wien Fund, is designed to further international understanding, provide foreign students with opportunities for study in the United States, and enrich the intellectual and cultural life of the Brandeis University campus.

Provisions of the Program permit the University to offer one year scholarships, covering tuition, room, board and where necessary, travel costs, to a total of 100 students from foreign nations. The first Wien Scholars enrolled for the academic year 1958-1959 and the maximum program will be in force by 1960-1961. Awards are made for each academic year and, in instances, may be renewed for a second year. Preference is given to applicants qualifying for admission as upperclassmen. Applicants must possess a knowledge of the English language.

All Wien Scholars study within the regularly organized curriculum. This is supplemented by special seminars, conferences, and field trips so that each Wien Scholar may have the opportunity to obtain a thorough understanding of all facets of American society.

Full information concerning the Wien International Scholarship Program may be obtained by addressing: Faculty Adviser, Wien International Scholars, Brandeis University, Waltham 54, Massachusetts.

### POSES ARTIST-IN-RESIDENCE PROGRAM

The Poses Artist-in-Residence Program has been established by a grant from Mr. and Mrs. Jack Poses of New York City. By enabling the University to bring to the campus each year outstanding artists, the entire creative arts program, and campus life in general, will be enlivened and enriched.

Poses Artists-in-Residence will live and work on campus during the school year, participating in seminars and providing critical assistance and direction to advanced students in the fine arts.

Arrangements have been concluded for Marc Chagall to serve as the first Poses Artist-in-Residence during the academic year 1959-1960. Poses Artist-in-Residence for 1960-1961 will be Oscar Kokoschka.

### RUBIN ANTHROPOLOGY PROGRAM

Continuing generous grants since 1951 from the Samuel Rubin Foundation of New York have resulted in an intensive and diversified program of training and field work in Anthropology.

The undergraduate program includes summer field work training for honors candidates and a fully subsidized scholarship program. A field expedition, seeking the origins of civilization, has been operating in Iran and Israel since 1957.

## THE ROLE OF THE UNIVERSITY

During the academic year 1959-1960, the University will launch the Samuel Rubin Institute for Graduate Studies in Anthropology. The program leading to the Doctorate will include a required summer of supervised field work training between the first and second year of graduate work and a third year field work program.

### ROSENSTIEL BIOCHEMISTRY PROGRAM

The graduate and research program in Biochemistry is described in detail in the Graduate School catalog. It is supported by a grant from the Dorothy H. and Lewis Rosenstiel Foundation made to Brandeis University "in support of research in the natural sciences with primary emphasis in Biochemistry."

Functioning since 1957, the Rosenstiel Biochemistry Program includes more than 50 graduate and post-graduate research Fellows. Among the agencies co-operating in sponsoring research are The National Science Foundation, National Institute of Health, Office of Naval Research, American Cancer Society, Atomic Energy Commission, The Eli Lilly Co. and the Howard Hughes Foundation.

### FLORINA LASKER FELLOWSHIP PROGRAM

A grant from the estate of the late Florina Lasker, made by her sisters, Miss Loula Lasker and Mrs. Etta Rosensohn, created the Florina Lasker Fellows in Civil Liberties and Civil Rights. During a full semester of each academic year, representative individuals who have been working in this field are invited to the campus for the purpose of pursuing, either on a credit or non-credit basis, a program of studies designed to strengthen their understanding of, and ability to function in, their roles. Stipends are at \$2,000, very likely to be augmented by the agencies from which the Fellows come. Applications are received from teachers, members of the clergy, personnel officers, the ranks of labor and government, from law enforcement officials, and professionals within this field. The Curator of the Florina Lasker Fellows in Civil Liberties and Civil Rights counsels the Fellows concerning their program of study, readings, and course work, and, in addition, organizes a continuing seminar with visiting lectures and field trips for the purpose of integrating theoretical approaches with practical requirements.

Full information may be obtained by addressing: Curator, the Florina Lasker Fellows, Brandeis University, Waltham 54, Massachusetts.

### HARVARD-BRANDEIS-HEBREW UNIVERSITY COOPERATION IN LEGAL STUDIES

Harvard University Law School, Brandeis University and the Hebrew University of Israel jointly sponsor at Harvard University a program designed to codify the law of the State of Israel.

The program seeks to stimulate the study of comparative law and legislation; to undertake legislative research relating to problems raised by bills under consideration in Israel; to establish a possible model for similar undertakings relating to the law of other new or rapidly changing societies; and to provide advanced training in legal research for exchange students, faculty government officials of the State of Israel.

## THE ROLE OF THE UNIVERSITY

### LOWELL INSTITUTE COOPERATIVE BROADCASTING COUNCIL

Brandeis University is a member of the Lowell Institute Cooperative Broadcasting Council, which sponsors the national award-winning educational radio station WGBH-FM and Boston's pioneer educational TV station WGBH-TV, Channel 2. Brandeis, along with Boston College, the Boston Symphony Orchestra, Boston University, Harvard University, Lowell Institute, MIT, the Museum of Fine Arts, the New England Conservatory of Music, Northeastern University, and Tufts University, makes its teaching facilities available for use by WGBH-FM and its television affiliate WGBH-TV. As a member of the Lowell Institute, which develops the programming for both stations, the University, through a three year Ford Foundation Grant, extends its educational facilities and concepts beyond the confines of the campus, into the Boston community and the communities served by the 40 stations of the National Educational Television Network.

### SUMMER INSTITUTE PROGRAM

The Brandeis University Summer Institute Program, sponsored by the Fellows of the University, seeks to broaden the academic scope of the University by offering a unique educational experience to the adult friends of Brandeis from all sections of the nation.

The 1959 offering, took the form of an intensive, one-week Institute on Contemporary American Civilization. Instructors were members of the Brandeis University faculty assisted by visiting authorities Mrs. Eleanor Roosevelt; Prof. Arthur M. Schlesinger, Jr., Harvard University; Dean Francis Keppel, Harvard University; Prof. Charles Frankel, Columbia University.

Planned as a regular summer offering of the University, future Institutes will explore other unified themes of importance in modern life.

### THE FESTIVAL OF THE CREATIVE ARTS

Periodically the University sponsors a Festival of the Creative Arts in its Ullman Amphitheatre. In the past it has featured the world premiere of Leonard Bernstein's "Trouble in Tahiti," a choreographed version of Stravinsky's "Les Noces," the world premiere of Kurt Weill's "Threepenny Opera" in the English adaptation by Marc Blitzstein, the first presentation in America of Poulenc's "Les Mamelles de Tirésias," a major art exhibit "Art on the Campus," and the American premiere of Darius Milhaud's opera "Medee" and ballet "Salade."

### BRANDEIS UNIVERSITY CREATIVE ARTS AWARDS

The establishment of the Brandeis University Creative Arts Awards was announced by the University during 1956. Awards are presented annually in the areas of Theatre Arts, Music, Poetry and Painting or Sculpture. In each of these fields of the Arts two types of awards are bestowed. Achievement medals are conferred upon successful artists for outstanding accomplishment during the year; and grants-in-aid are awarded to young talented persons, on recognition of their creative ability and encouragement for future study and training. Special juries are appointed annually in each of the fields to judge the competition. Medal recipients have included:

Stuart Davis, William Carlos Williams, William Schuman, Hallie Flannagan Davis, Jacques Lipchitz, John Crowe Ransom, Roger Sessions, Stark Young, Edwin Dickinson, George Kelly, Ernest Bloch, and "H.D." (Hilda Doolittle Adlington.)

## Professorships and Lectureships

Private donors and foundations have established lectureships which supplement the established curriculum and brings to campus prominent authorities from varying fields:

### ZISKIND PROFESSORSHIPS

To implement its philosophy of education, the University brings to the campus distinguished academic figures from sister universities both in the United States and abroad who serve as Ziskind Visiting Professors. This program, made possible by the Jacob Ziskind Endowment Fund, enables the University to supplement its regular teaching staff with the presence of academicians drawn from every major stream of educational thought. Inclusion of distinguished foreign academicians serves to challenge and stimulate faculty and students with the introduction of new concepts and new educational viewpoints, thus strengthening the entire educational process.

### HARRY B. HELMSLEY LECTURES

Established for the purpose of reducing barriers that separate races, creeds and nationalities, the Helmsley Lecture series has in recent years presented Otto Klineberg, Martin Luther King, Jr., Oliver C. Cox, Ina DeA. Reid, Bruno Bettelheim, E. Franklin Frazier, Martin D'Arcy, Paul Tillich, Henry Aiken, Northrop Frye, Emmanuel Rackman, Joseph Campbell, Daisetz Suzuki, Will Herberg, Henry Cadbury, and Anton Pegis. The 1958-1959 series dealing with "Major Figures in Religious History" included Richard McKeon on St. Augustine, Alexander Altmann on Maimonides, and Clarence Faust on Jonathan Edwards.

### STEPHEN S. WISE MEMORIAL LECTURE

This annual lecture in memory of Rabbi Stephen S. Wise was established by Nathan Straus of New York, a Fellow of the University. The Stephen S. Wise Memorial Lecture brings to Brandeis University each year a distinguished academician drawn from the areas of liberalism and social justice which represent the interests of the late rabbi.

### SIDNEY HILLMAN LECTURES

Made possible by the Sidney Hillman Foundation, this program has enabled the University to present series of lectures by the following: Robert Maynard Hutchins, Max Lerner, Eliahu Elath, Eleanor Roosevelt, Robert Carter and Clinton Rossiter.

### ANNUAL LOUIS DEMBITZ BRANDEIS MEMORIAL LECTURE

An annual lecture series has been established in commemoration of the birthday of Louis Dembitz Brandeis, for whom the University is named. These lectures, open to the public, concern themselves with "the causes of justice and the rights and dignity of man." Previous Louis Dembitz Brandeis Memorial Lecturers have been United States Supreme Court Associate Justices Felix Frankfurter and William O. Douglas, Irving Dilliard of the St. Louis *Post-Dispatch*, the Honorable

## THE ROLE OF THE UNIVERSITY

Charles E. Wyzanski, Jr., United States District Judge for Massachusetts, the Honorable William Henry Hastie, Judge of the Third United States District Court of Appeals, Earl Warren, Chief Justice of the United States, and Paul A. Freund, Carl M. Loeb University Professor, Harvard University.

### LUDWIG LEWISOHN MEMORIAL LECTURES

Sponsored by students of the University in tribute to their late teacher, the series has presented Stanley Edgar Hyman, Randall Jarrell, Alfred Kazin, Malcolm Cowley, Maxwell Geismar, Cleanth Brooks, Robert Graves, Marianne Moore, Robert Frost, Archibald MacLeish, E. E. Cummings, Robert Lowell and Pierre Emmanuel.

### ABBA EBAN LECTURESHIPS

Through the generosity of Nathan Straus of New York, a Fellow of the University, a generous endowment has been established named for the former Ambassador from Israel to the United States and its representative at the United Nations. The income is to provide for an annual lecture on the Brandeis campus by an outstanding statesman or scholar on some phase of Middle Eastern affairs.

## Other Cultural Opportunities

The favorable location of Brandeis University enables its students to enjoy both the charm of rustic New England life and the advantages of metropolitan Boston.

Outstanding musical events are offered at Symphony Hall, home of the Boston Symphony Orchestra, at the Boston Opera House and at Jordan Hall. Valuable art collections and interesting exhibits are found in the Boston Museum of Fine Arts, the Isabella Stewart Gardner Museum, the Boston Public Library, and the Boston Institute of Contemporary Art. Students are urged to attend the lectures and forums constantly scheduled in the city.

Opportunities for entertainment are also plentiful. With more legitimate theatres than any city in the nation except New York, Boston is often host to new plays before they are taken to Broadway. The ballet, the opera and other similar events are equally accessible.

## General Description

Brandeis University, on the southwest outskirts of Waltham, Massachusetts, is ten miles west of Boston, adjacent to Wellesley and near historic Lexington and Concord.

From the eastern Charles River boundary, University grounds sweep upward to New England's famed Boston Rock, where Governor Winthrop and his Massachusetts Colony explorers first surveyed the region that is today Greater Boston.

By automobile, the campus may be reached from Boston on Commonwealth Avenue (Route 30); from Exit 45 of Boston's encircling Route 128; or from Exit 14 of the east-west Massachusetts Turnpike. Road signs at the Route 30 rotary, just west of the Route 128 overpass, point to Brandeis University. Watertown cars run from Park Street subway stations in Boston to Newton Corner, where a Roberts-Riverside bus may be taken to the campus on South Street in Waltham. This same bus also connects with Riverside cars from Park Street Station in Boston.

### Academic and Administrative Centers

#### FORD HALL

Near the central campus, Ford Hall contains classrooms, laboratories, faculty offices, and Seifer Hall, an auditorium seating approximately 500, which is used for lectures and evening sessions of the Institute of Adult Education.

#### SYDEMAN HALL

This annex to Ford Hall houses laboratories, classrooms and faculty offices.

#### HAYDEN SCIENCE QUADRANGLE

The Charles and J. Willard Hayden Quadrangle, comprising several acres in the central campus area, is the site of the major science facilities of the university. This quadrangle was designated as a memorial to two generous benefactors whose gifts were intended to stimulate the science research program of the University.

#### KALMAN SCIENCE CENTER

Dominating the central campus, this center contains instructional and research facilities for the undergraduate School of Science, and for advanced work in the Graduate School. Two thirds of the walls are glass, allowing maximum natural light into classrooms and laboratories.

#### FRIEDLAND RESEARCH CENTER

Adjacent to Kalman Science Center and duplicating its modern construction, is the Friedland Life Science Research Center. This four-story building houses laboratories and scientific equipment for research in Biochemistry and related fields of science.

#### RABB GRADUATE CENTER

This unique structure includes seminar rooms, a circular glass-walled lounge, and Graduate School faculty and administrative offices. Air conditioned, the center serves also for the Brandeis University Summer School.





Former Premier Mendes France . . .

honors and is honored by Brandeis

A place to dine and relax . . .

in the Faculty Center

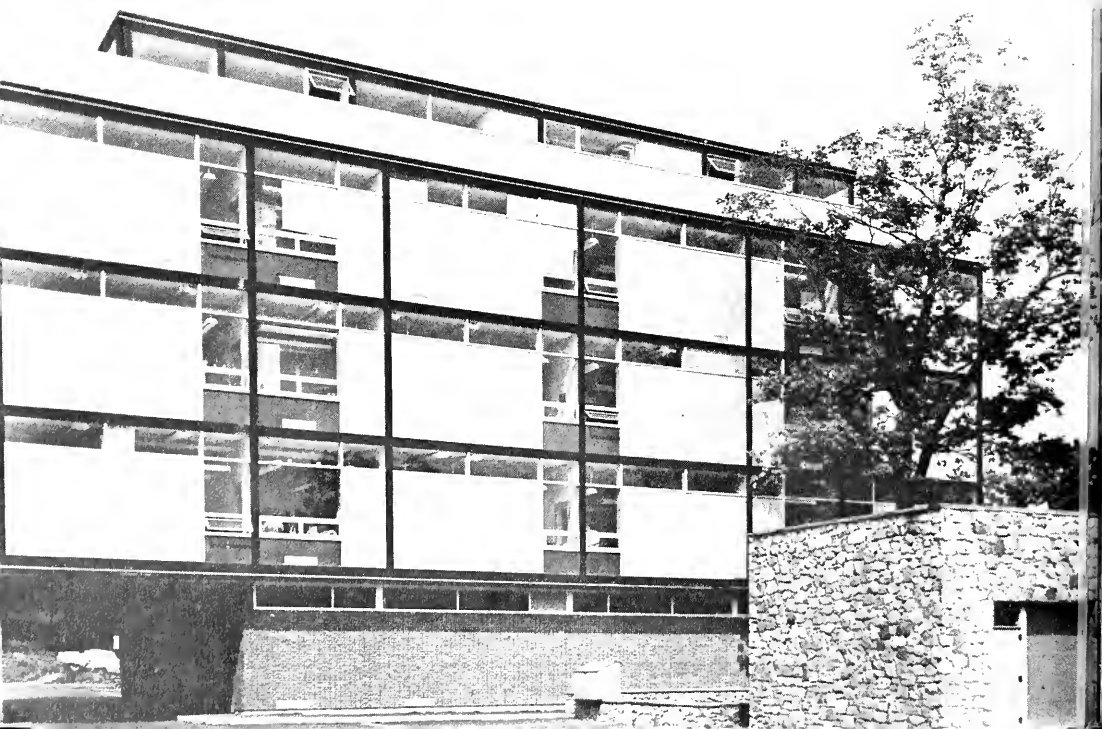




**Kalman Science Building**

**An active graduate research program . . .**

**Friedland Science Center**



## GENERAL DESCRIPTION

### SLOSBERG MUSIC CENTER

A major structure of the School of Creative Arts, this center contains classrooms, office studios, practice rooms, a music library, recording-transcription alcoves, and a recital hall seating 250. A central skylighted gallery displays changing exhibits of the University art collection, as well as various University sponsored art exhibits.

### ADMINISTRATION CENTER

Located near the main entrance to the campus, the Brandeis University Administration Center houses the offices of the President, Deans, student administration, University administration, and the National Women's Committee. In addition to offices, the Center contains such facilities as conference rooms, the University's Service Bureau and a meeting room for the Board of Trustees. The Center includes the Bernstein-Marcus Hall, the Gryzmish Building and the Irving Executive Center.

### THE OLD LIBRARY BUILDING

The former University Library, a brick and fieldstone structure located in the center of campus, is being reconverted to house the University Bookstore, the Post Office, and student organization offices.

### ULLMAN AMPHITHEATRE

Utilizing a natural bowl below the grape arbor, the Amphitheatre has a complete stage with full lighting equipment and orchestra pit, several classrooms and a faculty office. It is the present center of student theatre activity, and scene of the University's Festivals of the Creative Arts.

### GOLDFARB LIBRARY BUILDING

Just completed on the north campus is the new Goldfarb Library Building, a brick, limestone and glass structure with an ultimate capacity of 700,000 volumes. On the periphery of the open stacks are student carrels and faculty studies for the Schools of Humanities, Social Sciences, Creative Arts and Science. Seminar rooms are provided for those courses requiring intimate and immediate contact with library resources in specific research and reference areas. The library also contains centralized audio-visual aids, journals reading rooms, typing rooms and lounge facilities. Displayed throughout the building are works of art from the University collection.

### RAPAPORTE TREASURE HALL

An adjunct to the Goldfarb Library, and connected to it by a large, glass-enclosed lobby, the Rapaporte Treasure Hall is the depository for rare books, incunabula, and other library treasures included in the University's growing collection.

### FACULTY CENTER

Recently completed on the south campus is the Faculty Center, containing club facilities, faculty lounges, a major dining room, private dining rooms for faculty meetings, and apartments for visiting faculty and lecturers.

## GENERAL DESCRIPTION

### WOODRUFF HALL

Situated in the center of the campus, this white brick building houses the Florence Heller Graduate School for Advanced Studies in Social Welfare.

### BROWN TERRARIUM

Adjacent to Sydeman Hall, Brown Terrarium is a fully-equipped, glass-enclosed green house devoted to botanical research.

### MEMPHIS TRACT

A twenty-six acre area east of South Street, Memphis Tract contains to date the Shapiro Athletic Center, Marcus Playing Field, Gordon Field and Rieger Tennis Courts.

### SHAPIRO ATHLETIC CENTER

This center contains classrooms, art studios, offices for faculty and physical education staff, as well as physio-therapy, team and dressing rooms. The main gymnasium has provisions for basketball, volleyball, and other indoor sports. The building is also used for lectures, dances and art exhibits.

### MARCUS PLAYING FIELD

This area, with its regulation baseball diamond, bleachers and practice football field, is the scene of spring baseball games, as well as informal competitions among both student and faculty groups.

### GORDON FIELD

The University's varsity football field contains the main gridiron, bleachers for several thousand, and a fully equipped press box.

### RIEGER TENNIS COURTS

The newly completed Rieger Tennis Courts are used for informal as well as inter-collegiate competition in tennis.

### HAMILTON QUADRANGLE

Consisting of Shapiro, DeRoy, Renfield and Usen Residence Halls, and the Sherman Student Center building, this is the main women's housing and recreational area. Each unit provides functionally equipped rooms with maximum living and closet space. Ground floor lounges look out on the landscaped quadrangle, centered by the Anne J. Kane Reflecting Pool.

### NORTH QUADRANGLE

Completed in September 1959, the North Quadrangle is a new residence area for men students. Four dormitories and a large student commons and dining hall

## GENERAL DESCRIPTION

building surround a landscaped quadrangle. Each dormitory unit contains fully equipped student rooms, a lounge and a large recreation room. One of the dormitories has been designated as Cable Residence Hall.

### RIDGEWOOD QUADRANGLE

Emerman, Fruchtmann, Danciger, Allen and Rosen Residence Halls comprise one of the University's basic living areas for men. Each hall has two lounges facing the quadrangle.

### THE CASTLE

An imposing structure designed after medieval architecture and completed some time before Brandeis University came into being, the Castle has been remodelled into single, double and larger rooms for women.

### SCHWARTZ HALL

This companion structure to the Castle houses 26 women. The lounge, a retreat for reading, relaxation and entertainment, is furnished in contemporary style.

## Recreation Centers

### SHERMAN STUDENT CENTER

The two-storied glass wall of this rust brick structure overlooks the pool and gardens of Hamilton Quadrangle. On the first level, a dining hall serves hundreds of students each meal and doubles as a banquet hall for major dinners. The top level includes a large lounge, game room, a smaller lounge and two dining rooms for private meetings. Bulletin boards of these rooms serve as a major communications center for student activities, and the walls are frequently hung with special art exhibits. Student dances, parties and meetings often occupy the entire building on busy evenings.

### FELDBERG LOUNGE

Spacious and comfortable, this glass and brick walled lounge occupies the major portion of the Sherman Student Center upper level. It is used for informal discussions, lectures, songfests and conferences, and is a favorite meeting place for students between classes. Throughout the year, works by student and professional artists are exhibited here.

### MAILMAN STUDENT CENTER

This striking glass, brick and granite structure provides a spacious lounge primarily for Ridgewood Quadrangle students, a modern recreational room, and lockers for commuting students. Broad windows and terraces look out on Ridgewood Quadrangle, Slosberg Music Center and the landscaped wooded area gracing the southwest campus.

### USEN COMMONS

This circular conservatory style lounge, on the second story of the Castle, is a popular gathering place during leisure hours. Ideal for small dances and social functions, its furnishings include a piano, club chairs, divans, desks and bridge tables. The Commons also contains a portion of the University art collection.

## GENERAL DESCRIPTION

### Dining Halls

University dining halls are located in the North and Sherman Student Centers. A separate kitchen is maintained in the Sherman Center for those wishing special dietary meals. In addition, light refreshments are provided in the Castle snack bar, popular among students and faculty.

### Stoneman Infirmary

On the forward slope of the campus near the Castle, the Infirmary houses a first aid treatment room, lounge, out-patient clinic, four consulting suites, and rooms for sixteen bed patients.

### Ford Psychological Counseling Center

Situated in the quiet of Ridgewood Terrace, this center is maintained as a service to Brandeis University students.

### The Three Chapels

Assuming that worship is a matter of mood and spiritual climate, not limited to words or ceremonies, Brandeis University's Harlan, Berlin and Bethlehem Chapels serve the Protestant, Jewish and Catholic faiths. A unifying altar serves a large outdoor area where shared functions such as Baccalaureate are celebrated. Student organizations responsible for services are Hillel Foundation, Newman Club, and Student Christian Association, each with its own chaplain.

### Projected Facilities

#### BROWN SOCIAL SCIENCE CENTER

Under construction adjacent to the Graduate Center, the Brown Social Science Center will include three structures, all connected by enclosed passageways.

The Morris Brown Social Science Hall will house the Sociology, Anthropology, Psychology and Economics Departments. It will contain classrooms, seminar rooms, faculty offices, laboratories and an anthropology museum.

The David Schwartz Teaching Center will include a lecture auditorium to seat 330, classrooms, and a lounge for the entire Social Sciences center.

Samuel Lemberg Hall will include the University's child psychology center and will provide teaching and office space for the Florence Heller Graduate School for Advanced Studies in Social Welfare.

#### SHIFFMAN HUMANITIES CENTER

This center will introduce a new academic concept. Classroom lounges will be devoted to various areas of the humanities, with original manuscripts, portraits, and source material relating to the courses offered. Lounges are planned for study areas in the Classics, English, German, Renaissance, Romance, Slavic, American, Phonetics and Philosophy.

## GENERAL DESCRIPTION

### OLIN-SANG AMERICAN CIVILIZATION CENTER

This center will contain a series of classroom halls around which will be placed original manuscripts, portraits and source materials relating to the courses offered. Planned to date are Four Freedoms, Lincoln, and Washington Halls, with those remaining to be devoted also to persons, periods and developments of American Civilization. This building, like the Humanities Center, will be located northeast of the Brandeis Three Chapels Interfaith Area.

### GOLDING JUDAIC CENTER

This Center will also be located northeast of the Three Chapels area and adjacent to the Shiffman Humanities Center. Its classroom halls will be devoted to the study of the Near East, Judaics and related subjects. Included will be a sizable lecture hall and faculty offices.

### SPINGOLD THEATRE ARTS CENTER

This center will be a major facility on the campus. In addition to a 450 seat theatre, the building will contain workshops, design rooms, costume preparation and storage areas, seminar rooms, classrooms, faculty offices, rehearsal and dressing rooms, a little theatre, and a dance studio. It will be equipped with all facilities necessary for the teaching of all aspects of the theatre arts. The lobby will be designed to contain art treasures. The Theatre Arts Center will be located in the west part of the campus which has been set aside for the future development of the University's creative arts teaching facilities.

### ROSE ART CENTER

The Rose Art Center is being planned to serve as a central point for housing the art treasures of the University. To be located within the proposed Creative Arts area, this building will offer protection as well as an attractive setting for the growing collection of the fine arts now owned by the University, including the distinguished Rose collection itself. In years to come, this Art Center will take its place among the distinguished collections of the arts already located in the museum-rich Greater Boston Area.

## NOTES



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